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COURSES IN ADVERTISING

In the preparation of this report, I have had in mind two main problems: (1) What is being done at the present time in the teaching of advertising? and (2) How may we outline a fairly adequate course of instruction in this field?

Let us turn at once to the first problem. In order to ascertain what the larger colleges and universities are doing in giving instruction in advertising, I prepared the following letter of inquiry and sent it to forty-nine persons in twenty-four institutions.

Courses in Advertising

Institution..... Date.....
 Name of Course..... Instructor.....
 Length of Course (a) in semesters..... (b) in total class hours.....
 Prerequisites for the Course.....

I. Content of the Course.

Chief topics	No. of class hrs. given to each topic	Chief topic	No. of class hrs. given to each topic
1.		11.	
2.		12.	
3.		13.	
4.		14.	
5.		15.	
6.		16.	
7.		17.	
8.		18.	
9.		Continue on back of this sheet if necessary.	
10.			

II. Method of Instruction.

1. Approximately what per cent of the class time is devoted (a) to lectures..... (b) to discussion of material previously covered in lectures..... (c) to discussion of problems or exercises previously assigned..... (d) to laboratory exercises or experiments.....?
2. Please describe briefly:
 - (a) the material, exercises, or problems used,.....
 - (b) Your method of handling the material.....

3. Please send typical samples, or preferably all, of the mimeographed or printed material that you use. (This will be treated confidentially and, if desired, returned.)
4. Name of text or texts used.
5. What additional books do you find useful as class references?
6. What journals do you find most useful as class references?

Responses were received from nineteen of the twenty-four institutions. I have summarized these responses as follows:

Number of courses given.—

No. of Institutions	No. of Semesters
1.....	16
1.....	10
1.....	7
1.....	5 $\frac{1}{3}$
3.....	4
9.....	2
3.....	1

The average amount of instruction given is two and two-thirds semesters and the most common amount is two semesters. The institutions giving the largest amounts are New York University (sixteen semesters), the University of Washington (ten semesters), Boston University (seven semesters), and the University of Missouri (five and one-third semesters).

Titles of the courses.—Each of the institutions gives a first or general course. Six of these institutions designate this course advertising; five designate it as principles, elements, or essentials of advertising; seven as psychology of advertising; and one, publicity and advertising.

A considerable number of institutions offer specialized courses. Five institutions offer a course in advertisement writing or copy-writing; five offer a course in advertising design, advertising display, or typography of advertising; three, in advertising campaigns; three, in research in advertising; three in the selling of advertising; and each of the following courses is offered in one institution: advertising practice, advertising laboratory, retail advertising, mail-order advertising, photo illustration.

Prerequisites.—Elementary psychology is required in four institutions; Junior standing in three; Junior standing and economics in two; psychology and economics in two; marketing in two; merchandising in one; economics, psychology, marketing and sales management in one; economics, marketing, salesmanship, and sales management in one; elementary psychology and social psychology in one; psychology or practical experience in one; Sophomore standing in one; and no prerequisites in two.

Contents of the courses.—This section of the responses was rather difficult to summarize in a satisfactory manner on account of the diversity of topics covered and especially on account of the use of different phrases to designate similar and overlapping subjects or of including some topics under some other more comprehensive topic.

Twelve of the nineteen institutions furnished sufficiently detailed lists of topics for their general or first courses to be usable for summarizing. For the sake of clearness, and convenience I have classified the various topics under six general heads. The number after each indicates the number of different general or first courses in which that particular topic was mentioned.

SUMMARY OF TOPICS OF THE GENERAL OR FIRST COURSES

Based on twelve institutions which furnished detailed statements.

Group I. Introductory topics

- Aims and functions
- History of advertising
- Point of view and scientific method
- The field of advertising
- Kinds of advertising

Group II. Economic and social aspects

- Economic aspects. 3
- Relation to distribution system. 2
- Cost of advertising. 2
- Uses of advertising. 1
- The appropriation. 2
- Advertising statistics. 1
- Analysis of product and market. 3

Group III. Psychological aspects, copy, text, appeals, layout, etc.

- The psychology of advertising. 6
- Appeals. 4
- Tests of advertisements and appeals. 4

Attention	4
Interest	4
Memory of impressions	4
Desire	3
Suggestion	4
Instincts and motives	4
Reasoning, decision, action, response	6
Truth in advertising	3
Sex and class differences	4
Copy	4
Headlines	4
Text	3
Unity, clearness, force	1
Layout	4
Illustration	6
Color	5
Display	3
Type	4
Borders	2
Criticism of advertisements	1
Trade marks and commodity names	8
Group IV. Mediums	
Mediums (presumably including all mediums)	9
Direct mail advertising	4
Posters	3
Car cards	2
Sales letters	2
Catalogues	1
Novelty and specialty	2
Show windows	1
Group V. Special fields	
National advertising campaigns	4
Retail advertising	4
Agricultural advertising	1
Community advertising	1
Church advertising	1
Group VI. Organization and executive aspects	
The advertising agency	3
The advertising department	1
The advertising manager	1
The press agent	1
Organizations for the betterment of advertising	2
Qualifications of the advertising man	2
The profession of advertising	1

Perhaps the most significant point in this summary is the great variation in the subjects covered in the various courses. Hardly a single topic is uniformly included in all courses. The two topics mediums and trade-marks come nearest to being included in all first courses. However, the diversity is probably not quite so large as this summary apparently indicates because many topics are referred to in different terms. That is, the diversity in phraseology is probably greater than the actual variation in subject-matter. Thus one course will speak of attention factors while another one will deal with the same points under layout; or text and illustration in one course may be discussed under copy in another course or under appeals in a third course.

The specialized courses are too few in any given special aspect to make a summary worth while. However, it may be of interest to quote the topical content of two or three courses.

WRITING OF ADVERTISEMENTS

News merchandising "story" based on down-town trip.

Revision of this story for advertisement—also composition of headline.

A finished layout with copy based on above.

A layout based on good clipped advertisement.

A layout correcting and improving that of a clipped advertisement.

An advertisement for a local merchant based on mail-order catalogue copy.

Analysis of some local business concern.

Analysis of a campaign for this business concern.

Production of a campaign of six to twelve advertisements.

Class study of some specialized subject, say banking.

Preparation of a paper on this subject.

Preparation of campaigns for various local banks.

Class study of campaigns prepared by students.

ADVERTISING COPY

General requirements of advertising copy for magazines.

Essential qualities of copy.

Points of contact and talking points.

Principles of construction.

Reason-why copy.

Human-interest copy.

Smaller units of copy, including sentence structure and diction.

Copy as affected by display, including headlines.

Newspaper advertisements for national advertisers and for retail establishments.

- Advertisements in technical publications.
- Advertisements in trade papers.
- Advertisements in farm papers.
- Advertisements in women's publications.
- Advertisements in other class publications.
- Street-car cards and billboards.
- Copy policies.

RETAIL ADVERTISING

- Fundamentals of advertising (retail).
- First introduction to type, rules, etc.
- Laying out a dummy.
- Corrections and proof marks.
- Display.
- Copy.
- Merchandising an advertisement.
- Mediums.
- Appropriations and budgets.
- Illustrations.
- Policies of a store.
- How to organize sales.
- Planning a season.
- Results—summing up.

MARKETING CAMPAIGNS

- Campaigns.
- Advertising as influenced by marketing methods.
- Price maintenance.
- Trade marks.
- Private brands.
- Factory conditions influencing distribution.
- Market investigations.
- Studying campaigns.
- Problem work.

Use of class period.—In response to the question concerning the use of the class period, extremely wide variation was reported. Thus, for example, one course devotes 90 per cent of the class hour to lectures, while another devotes only 5 per cent of the time. The average distribution of time is as follows: 40 per cent is devoted to lecturing; 10 per cent to discussion of material previously covered in lectures; 20 per cent to discussion of problems or exercises previously assigned; and 30 per cent to laboratory exercises or experiments.

Material, exercises, or problems used, and the method of handling.—
The following statements are quoted from the various reports:

Plan is to describe actual advertising experience and carry analysis back to principles.

Special studies of ads in *Saturday Evening Post* or newspapers.

Studying of the advertising of a first-class nationally advertised commodity. (Term reports.)

Studying of the advertising of a retail store. (Term reports.)

Interviews with students, townspeople, and merchants; examination of stores and plants; census data.

Individual assignments in connection with term reports; personal consultation with individual students.

Scrapbook of advertisement illustrating important principles.

Class discussion of certain points.

Text—Advertising written by class. Current copy.

Committee work in the main.

Thirty-one manufacturers furnish the class with complete window displays, cut-outs, booklets, proofs of copy, and other details of their current sales and advertising campaigns. The men install these displays, and in general, are held responsible for a knowledge of why the campaign is being conducted.

Magazines used for illustrative purposes in class.

Simple exercises to illustrate frequency, color, instinct appeal, etc.

Selections from magazine and street-car advertisements displayed before class.

Writing advertising for merchants and manufacturers.

References to books, advertising, and magazines.

Reports, written and oral.

I receive from a number of companies advance proofs of advertisements. These offer ideas for problems.

Student given certain facts and data to layout advertisement and give reason for each step. Referred to the actual advertisement when it appears. In this way student can correct own work and improve.

Class reports, practical problems, association with local business houses.

Text, magazines, car cards, posters. Study text; illustrate lectures with selections; have students gather material from advertising to illustrate lectures.

Real problems of advertisers. Problems I met in my 16 years in an advertising agency. Material from current periodicals.

Students act as advertising managers, agency men, copy writers, layout men tackling real problems of business. Material is corrected and returned. Students can compare their work with that of professional advertising men handling the same problems.

Original advertisements, selected material—periodicals, street-car cards, news advertisements.

Order of merit recognition.

Texts used.—Five institutions use no text in one or more of their courses. The following books are used as texts (the number after each text indicates the number of institutions using it as a text):

Tipper, Hotchkiss, Hollingworth, and Parsons: <i>Advertising, Its Principles and Practice</i>	5
Starch: <i>Advertising</i>	4
Hollingworth: <i>Advertising and Selling</i>	3
Sherbow: <i>Making Type Work</i>	2
Farrar: <i>Typography of Advertisements That Pay</i>	2
Hess, H. W.: <i>Productive Advertising</i>	2
MacMartin: <i>Advertising Campaigns</i>	2
International Correspondence School: <i>Advertisers' Handbook</i>	2
Cherington: <i>Advertising as a Business Force</i>	2
Kitson: <i>Manual for the Study of the Psychology of Advertising and Selling</i>	2
Parsons: <i>The Principles of Advertising Arrangement</i>	2
Alexander Hamilton Institute: <i>Advertising Principles</i>	1
Sampson: <i>Advertise</i>	1
Sherbow: <i>Type Charts</i> (4 vols.).....	1
James: <i>Psychology</i>	1
Ross: <i>Pure Design</i>	1
De Bower: <i>Advertising Principles</i>	1
Adams: <i>Advertising and Its Mental Laws</i>	1
Scott: <i>The Psychology of Advertising</i>	1
Hall: <i>Writing an Advertisement</i>	1
Treziise: <i>The Typography of Advertisements</i>	1
Opdycke: <i>Advertising and Selling Practice</i>	1

Reference books used.—

Scott: <i>The Psychology of Advertising</i>	7
Starch: <i>Advertising</i>	7

Tipper, Hotchkiss, Hollingworth, and Parsons: <i>Advertising, Its Principles and Practice</i>	4
Cherington: <i>Advertising as a Business Force</i>	4
MacMartin: <i>Advertising Campaigns</i>	2
Hall: <i>Writing an Advertisement</i>	2
Hess, H. W.: <i>Productive Advertising</i>	2
Hollingworth: <i>Advertising and Selling</i>	2
Adams: <i>Advertising and Its Mental Laws</i>	2
Alexander Hamilton Institute: <i>Advertising Principles</i>	1
Casson: <i>Ads and Sales</i>	1
Sampson: <i>Advertise</i>	1
Alexander Hamilton Institute: <i>Marketing and Merchandising</i>	1
Mahin: <i>Advertising; Selling the Consumer</i>	1
<i>Type Founders Catalogue</i>	1
<i>Handbook of Business English</i>	1
Effective House Organs.....	1
Sherbow: <i>Making Type Work</i>	1
Parsons: <i>The Principles of Advertising Arrangement</i>	1
Gress: <i>The Art and Practice of Typography</i>	1
Durstine: <i>Making Advertisements</i>	1
Stevens, T. W.: <i>Lettering</i>	1
Edgar: <i>How to Advertise a Retail Store</i>	1
Chesuoff: <i>Selling Newspaper Space</i>	1
Breese, B. B.: <i>Psychology</i>	1
Pillsbury: <i>Fundamentals of Psychology</i>	1
Titchener: <i>Text Book of Psychology</i>	1

Journals used as references.—

<i>Printers' Ink</i>	12
<i>Saturday Evening Post</i>	6
<i>Advertising and Selling</i>	4
<i>Printers' Ink Monthly</i>	4
<i>Judicious Advertising</i>	3
<i>The Mailbag</i>	3
<i>System</i>	2
<i>Inland Printer</i>	2
<i>Printers' Art</i>	2
<i>Literary Digest</i>	2
<i>Associated Advertising</i>	1
<i>Merchants' Trade Journal</i>	1
<i>Dry Goods Man</i>	1
<i>Editor and Publisher</i>	1
<i>Daily News Record (New York)</i>	1

<i>The Hardware Age</i>	I
<i>Jewelers' Circular Weekly</i>	I
<i>Southwest Merchant</i> (St. Louis).....	I
<i>Penrose's Annual</i>	I
<i>Journal of Applied Psychology</i>	I
<i>The American Magazine</i>	I
<i>Retail Ad News</i>	I
<i>Dry Goods Economist</i>	I
<i>Advertising Review</i>	I
<i>New York Times</i>	I
<i>Vanity Fair</i>	I
<i>Vogue</i>	I
<i>Ladies' Home Journal</i>	I
<i>Good Housekeeping</i>	I
<i>Postage</i>	I

On the basis of impressions formulated during the perusal of the returns from the questionnaire, I wish to make the following recommendations:

1. The development of an adequate and comprehensive first or general course. This would probably have to be a full-year course.
2. The elimination of duplicate subject-matter in other and special courses, which would result from the establishment of a thorough first course.
3. A reduction of formal lecturing and a corresponding increase in the discussion of concrete and actual problem material.
4. Greater emphasis on the development of scientific methods and research aspects.

In the interest of the first recommendation, I wish to outline a general or first course as it has formulated itself in my mind and as it has largely developed in my teaching experience. This outline may serve as a point of departure for mutual discussion.

PART I. INTRODUCTORY TOPICS

- A. 1. Definition, problems, and scope.
2. Sketch of historical development.
3. Types of advertising.
- B. 1. The place of advertising in the distribution system.
2. Economic and social aspects.
3. Relation of advertising to the general sales plans.

NOTE: This outline is based on the conception that the purpose of advertising is to sell or to help in selling. As a result, the following four fundamental questions arise which constitute four main divisions of the course:

- a) To whom may the commodity be sold?
- b) By what appeals may it be sold?
- c) How may these appeals be presented most effectively?
- d) By what mediums may the appeals be presented?

PART II. THE HUMAN ASPECT OF THE MARKET: TO WHOM MAY THE COMMODITY BE SOLD?

- A. 1. Who are the users and buyers of the commodity?
2. Where do they live?
3. How many are there?
4. How large is their need for this product and how much do they, and may they, buy?
5. How do they at present satisfy this need? In what ways? By what brands? From what sources?
- B. 1. By what methods and from what sources may information be obtained to answer these questions?
2. The formulation and use of field questionnaires and the methods of obtaining the responses to questionnaires.
3. Statistical data, population, and census data.
4. Typical samples of investigations, data, and results bearing on particular problems.

PART III. THE APPEALS: BY WHAT APPEALS MAY THE COMMODITY BE SOLD?

- A. Analysis of the product to determine the appeals to be found in
 1. The raw material out of which the product is made.
 2. The process of manufacture.
 3. Uses and qualities of the finished product.
 4. Price and value.
- B. Analysis of human nature—the psychology of desires, motives, and instincts involved in buying and selling.
 1. An inventory of desires and instincts.
 2. Their nature, relative strength, and importance.
 3. Desires and instincts concerned in the buying and selling of typical commodities.
- C. Methods of measuring the strength of appeals.
 1. Laboratory and field tests.
 2. Statistical methods in treating test results.
 3. Use and interpretation of results.
 4. Correlation of laboratory and field tests with actual returns from advertisements.
- D. Class and sex differences in the effectiveness of appeals.

PART IV. PRESENTATION OF THE APPEALS: HOW MAY THE APPEALS BE PRESENTED MOST EFFECTIVELY?

NOTE: It is assumed that the specific functions of an advertisement are:

- a) To secure the attention of the reader.
- b) To arouse his interest so that he will read and examine the advertisement.
- c) To produce desire, conviction, and belief.
- d) To produce a response, in most instances, either immediately or later.
- e) To establish, in most instances, a memory and an identification of the product.

How may the appeals be presented to accomplish these ends most effectively and economically?

A. Argumentative versus suggestive forms of appeals.

1. Analysis of argumentative, reasoned decisions in buying.
2. Analysis of suggestive decisions and responses.
3. Problems on when either or both may be used.

NOTE: The five functions may perhaps best be considered in the order in which they usually arise in the preparation of advertising plans and copy rather than in the order in which they are enumerated above.

B. Producing desire, conviction, belief.

1. The text—characteristics of convincing and appealing text.
2. Description of the product.
3. Illustrations.
4. Truth and agencies for the betterment of advertising.

C. Arousing interest.

1. Interest incentives.
2. The headline.
3. The illustration.
4. The use of colors.
5. Laboratory methods of testing the interest factors of advertisements.

D. Securing attention.

1. The laws of attention-getting.
2. Space and the size of advertisements.
3. The layout.
4. Display features.
5. Balance and arrangement.
6. Typography.
7. Laboratory methods of testing the attention factors of advertisements.

E. Producing the response.

1. Methods of bringing about a response.
2. Methods of ascertaining the responses produced—keying systems.

F. Establishing memory and identification of advertisements and products.

1. Repetition of advertisements and cumulative effect.
2. Identification features of advertisements.

3. Trade marks and names.
 - a) Their importance and value.
 - b) Characteristics of good marks and names.
 - c) Laboratory methods of testing the merit of trade marks.
 - d) The registration and protection of trade marks.
4. Slogans.
5. Cartons and containers.

PART V. MEDIUMS: BY WHAT MEDIUMS MAY THE ADVERTISEMENTS BE
PRESENTED IN ORDER TO REACH EFFECTIVELY THE PERSONS TO
WHOM THE COMMODITY MAY BE SOLD?

- A. Classes of mediums and their relative importance.
- B. Growth and development of the various mediums.
- C. Problems in the selection of mediums.
- D. Magazines.
 1. Classes.
 2. Circulation.
 - a) Analysis of circulations.
 - b) Circulation statements—the Audit Bureau of Circulation.
 3. Rates and positions.
- E. Newspapers.
 1. Classes, and number of different classes.
 2. Circulation.
 3. Rates.
 4. Comparison of magazines and newspapers.
- F. Street-car cards.
- G. Posters.
- H. Direct mail material, catalogues, circulars, etc.
- I. Miscellaneous.

PART VI. SPECIAL FIELDS OF ADVERTISING

- A. National advertising—the advertising campaign.
 1. Policy.
 2. The appropriation.
 3. Seasonal fluctuations.
 4. Selection of mediums.
 5. The copy.
 6. Relation to personal sales campaign.
 7. Relation to retail advertising and dealer tie-up.
 8. The advertising agency.
 9. Analysis and preparation of campaigns.
- B. Retail advertising.
 1. Policy.
 2. The appropriation.

3. Selection of mediums.
 4. Use and distribution of space.
 5. Daily and seasonal fluctuations.
 6. The copy.
 7. Preparation of copy for specific commodities and stores.
 8. Show windows.
- C. Mail-order advertising.
- D. Other fields of advertising—such as foreign advertising, financial advertising, clothing advertising, automobile advertising, etc.

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